

PATHWAYS

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No. 4

LISTENING AIDS THROUGH THE GRADES—3

V. Listening for Main Ideas

20. Make-Believe or True Stories

The teacher discusses the differences between true stories and stories in which imagined events take place. The teacher should then give an example of a very short story of each type. One or two sentences will do. Then the children are asked to tell which story is make-believe and which true.

In starting this game, the teacher may use such easy examples as "The cow jumped over the moon" and "The cow gave some good milk for the children's supper". With more practice, the children may judge such a story as this: "One day Gita and Ramu went for a walk in the woods. Near some damp ground they found many mushrooms growing. They were just going to pick some for supper when they heard a little voice say, 'Don't pick that one! I need it for my umbrella when it rains.' Then a little fairy skipped away from the mushroom and disappeared into the woods."

Later children may themselves tell a story and ask classmates to judge if it is true or make believe.

21. Name the Story

Read to the group short simple stories and have the children make up a title for each story. The stories should be unfamiliar. Appropriate stories for this usually will be found in collections which are not regularly used by the class.

22. Summarize a Story

The teacher reads a short story to the group and has the pupils retell the plot in one sentence. The children may need considerable help in making a good summary. Use stories which are on the reading level of the group. At first, help the children decide which is the best of several sentence summaries.

23. Telling Back

Sometimes it is helpful to read a story to a group of slow readers, have them tell it back to you, and write down what they say on the blackboard. They are helped by seeing the story written at their own vocabulary level. If a story is a particular favourite, it may be recorded more permanently in a "big book". Later members of the group may occasionally read the simple version while the rest listen.

VI. Auding for Sequence of Ideas

24. Story Cut-Ups

A story on the children's reading level is cut up into different parts, and pasted on cardboard. The leader mixes the cut-up pieces and passes them to the group. The child who thinks he has the first part of the story reads it. The others follow until all parts have been read. The story often becomes a quite different story from the original one!

25. What Happens Next?

Read aloud part of a story which is unknown to the pupils and have them suggest what will happen next. For example, read the old fable "The Mouse and the Lion" to the point where the mouse discovers the lion caught in the net. Give hints as necessary. Supplementary readers not well known to the group are good sources of stories.

The same idea may be used as a game. One narrator begins the story, stops at an exciting place, and calls upon another story teller to tell what happened next; and this process goes on until a satisfactory ending is reached.

26. Listening for Story Parts

Have a story, which has been read silently, read aloud by different children by thought-units. After each unit is read orally, let the other children tell what that part was about. Use only one book or copy of the story, and pass it from reader to reader. The children who are not reading should listen intently for the thought and try to tell it clearly. Before the oral reading, stress the fact that a person reading aloud must read so that those listening will understand clearly what is happening. Some groups may be able to put the main ideas together in sequence or to tell the whole story.

VII. Following Directions

27. How Well Do You Listen?

Immediately after the teacher has given an assignment or a set of instructions, she may ask

someone to stand and repeat what has been said. This should be done only with particularly interesting assignments or directions. The children should understand why they are being asked to repeat them. A "spot check" from time to time will help develop the attitude of careful attention to ordinary classroom directions.

The teacher may give a set of simple directions to the children "just for fun". Directions such as "John, go to the front window and open it, then go to my chair and sit there". If the child follows the directions correctly, he is allowed to give a series of simple directions and select the next person to carry them out.

Several extensions are possible:

- (i) The teacher can give step-by-step instructions which help the children draw a picture. Eg. Draw three hills at the top of the page. The sun is shining above the middle hill
- (ii) Place five or six familiar objects in the centre of each group of children. Give directions on how to place those objects. Eg. Open the book to page 67. Place the pencil inside the book and close it

VIII. Auding for Details

28. Story Details

The teacher tells or reads a rather short story to the children. Then she asks specific questions about the story. This is a revealing test for the quantity and quality of listening the children are doing. For example:

The boy ran into the room and called out to his mother. "See the new cap that father gave me!" His mother said, "That is the best possible gift for a November birthday."

What did the boy do?

What did he have?

Who gave him the gift?

Why was he given a gift?

When was his birthday?

29. Word Pictures

Many bits of poetry and original word pictures may be written down by teachers as children say them. This encourages children to listen for unusual and poetic words and phrases. One teacher recorded such phrases as "Quiet as closing your eyes" and "Slow as you grow up." Frequently, poetry writing may be correlated with art experiences. For example, on a windy day, a second-grade class may write a group poem about the wind and falling leaves. Then the class does finger painting to illustrate their poem. The finger painting lesson brings out the true feeling of a windy day.

30. Listening to Conversation

Reading aloud the conversational parts of a story may help children to listen for dialogue or for characterization. Choose a story in which the children can see marked differences in the persons or animals speaking. "The Three Bears" gives contrasts in the bear family. Have the pupils listen to the talk in such old tales as "Jack and the Beanstalk". Encourage the children to show meaning and character as they read and get the audience reaction to the way the conversations are read.

If a tape recorder is available, children may be asked to record stories they have made up themselves. They may dictate a story directly on a tape or may read from a story chart a story they have dictated previously. The class will then listen to the stories and may be asked questions.

The teacher should listen particularly to see whether the children's voices are as lively and natural when reading as when story-telling without a book.

31. What Word is Missing?

Supplying the missing words in a story provides a good opportunity for purposeful listening. The teacher explains that she is going to tell or read a story, that she will pause at certain places and leave out a word. The listeners are to supply the missing words. It may

sometimes be necessary for the teacher to complete the phrase or sentence in which the missing word appears. As the words are given, the teacher writes them on the chalkboard. Four or five words, repeated in the story, are sufficient for the missing words. For example:

One day John's mother said, "We need food for dinner. We must go to the grocery (stores)." John knew that they would have many packages so he took his new red (wagon) to help carry the groceries back to his (home).

IX. Critical Auding

32. Listening for Correct Form and Production

One of the best ways of eliminating common language errors is to have children listen to correct forms. Perhaps some children overuse "ain't". If the group needs practice on the correct use of "isn't", play a game by asking questions such as those given below. The pupils should answer each question with a complete sentence.

Example:

Ruth, is your sister here today?

No, Miss, she isn't here today.

1. Is your dog in this room?
2. Is our new chair blue?
3. Is this the fifth grade?
4. Is the principal playing with us?

Hearing oneself as others hear one is something more easily accomplished if a tape recorder is available. Children may record talks presented in class and may later be allowed to listen to themselves. If the child has difficulty in speaking fluently, the tape should be played for him alone, so that he may listen without tension and the teacher may help him.

33. What is Wrong?

The teacher tells a story of four to six sentences in length. One of the sentences will not make sense or add to the story. The children are asked to listen carefully and tell the sentence that is not a part of the story.

X. Comprehension—Miscellaneous

34. Contributing to Folk Tales and Poetry

Cumulative folk tales which have repetitive parts or phrases may be told or read. The teacher asks the children to join in saying these phrases. Explain that the words, although repeated, change as the ideas of the story change. Encourage each child to listen and speak as though he were the only person speaking.

Poems with a refrain may also be read by the teacher. Teach the children the refrain first, and then tell them that the words they say must tell the same story that the lines just before tell. Encourage each child to do his own thinking about how the refrain should be said. Let two or three groups try while the others listen.

35. Guest Speakers

Primary children enjoy having a special guest occasionally. The guest's interests should be related to the classroom activities in social studies or other areas. If possible, record their talks and stories on a tape so that they can be used again. Parents or grandparents who will tell stories from their childhood in another country offer another fine source of story listening situations. To make the listening to a factual story worth while:

1. Have the children prepare beforehand a list of questions they would like answered. These questions should be presented to the speaker in advance.
2. Encourage questions at the end of the short talk.
3. Help the children make records of what has been said in notes, charts, booklets, etc.
4. Re-listen to a tape recording, if available.

XI. Using Audio-Visual Aids

36. Recordings of Sound

Tape recordings may be made of familiar sounds in the community. The recordings may be played and the children asked to identify the

sounds. Before the recording is made, children may be asked to list the sounds they hear as they go about the community. Sounds might include such things as the fire siren, the sound of nearby cattle, the factory whistle, the shifting of truck gears, church bells ringing and crowds talking. The original work of making the tape might be shared by several teachers.

37. Reading with the Teacher's Voice

The teacher may play a record or tape recording of a story with which the children are somewhat familiar, such as a story from a supplementary reader. Different groups of children may listen to the recording and follow the story with their books, orally if possible. This will sometimes stimulate better phrasing and variety in reading.

38. Listening to Radio Programs

A discussion of a radio program is a good method of introducing differences in types of radio programs. If a dramatic program planned for children is available during the school day, listen to it as a group. Discuss the program, bringing out comments on its various aspects. After the program has been discussed the children may be encouraged to compare it with others. If the story presented was a particularly good one, the children could play it in short scenes, changing characters frequently and using their own dialogue.

39. Talking about Television

Children in the primary grades are not usually ready to define their standards for a TV program beyond "I like" or "I don't like". However, as part of the language program, teacher and children may discuss favorite television programs. To develop some system in the matter, the teacher may help establish steps such as the following, which children will follow in telling (or possibly in writing) about a particular program:

Tell the name of the program.

Tell the name of the performers.

Tell what time it was heard.

Tell something interesting about the program.

Tell some strong and weak features of the program.

(Continued on page 11)

Mr. Faraday's Candle

In the winter of 1859, Michael Faraday, the great British Scientist, gave a number of lectures for young people. The talks dealt with one subject only: the features or "phenomena" of a candle.

"There is not a law", Faraday told his listeners, "under which any part of this universe is governed which does not come into play and is touched upon in these phenomena. There is no better, there is no more open door by which you can enter into the study of natural philosophy than by considering the phenomena of a candle". He then set out to prove his point by lighting a candle and demonstrating all the processes involved.

In burning a candle you start with a solid substance that turns, first, into a liquid, then into a gas (or, more correctly, into a gas-like vapour). The melted candle grease is held in a level position by gravity yet seems to defy gravity by rising in the wick by a force called capillary action. In burning the candle produces energy in the form of heat and light. At the same time it goes into chemical reactions that reveal what it is made of.

As your students enter the study of chemistry, you can do no better than to let them repeat or demonstrate some of the experiments that Mr. Faraday demonstrated to his young audience.

- (i) First look at a candle carefully. Notice all the things you can see about it, first before it is lit, and then when it is burning. Look carefully at the flame. What parts can you see. Look at it again when it is blown out. Make a list of all your observations (what you can see, feel or smell) under these headings:

1. the candle when it is not alight
2. the wick when it is not alight
3. the flame immediately after the candle is lit
4. the flame when it is burning steadily
5. Any other points.

If you are really good at this you might be able to find about 25 different things.

- (ii) Place a burning candle in the sun and catch its shadow on a piece of white paper. You will discover that it is the brightest part of the flame that casts the darkest shadow.

- (iii) The flame consists of burning vapours of paraffin. Blow out the candle and quickly bring a lighted match into the vapours. The candle is again ignited.

- (iv) Hold a glass tube drawn to a point in the flame and light the vapours at the jet. Thus it is the vapours that burn. If the glass tube is bent at a right angle the vapours can be led into a glass of water and allowed to condense into a solid.

- (v) Place an inverted funnel over the flame. Hold a lighted match in the hot air from the candle. It goes out due to carbon dioxide produced as a result of the burning. Collect the vapours in a test-tube and test with lime water. It turns milky.

- (vi) Push a piece of cardboard sideways into the flame and find out which is the hottest part. The outside of the flame scorches a sooty ring on the paper.

Children of the middle school working in small groups under your supervision can usually manage these experiments safely. Before starting caution them about the need to work carefully and avoid burns either from the flame or hot molten wax. Ensure that no child is wearing clothes made of synthetic material.

A little historical introduction can set the ball rolling. Allow the groups to try out the experiments one by one, making sure that after each one there is purposeful discussion leading to a discovery of "why it happened". Obviously therefore, you should *not* give away the answers and should deal with the theory portion after this exercise.

HOW TO SOLVE MATHS PROBLEMS—6

Use Line Graphs

Some math problems seem really tough to the students but if they decide on a good strategy to use, the problems may not seem so tough. Here is an example:

Problem: The tortoise and hare are going to race again. They will run a marathon of 26 km. This time the tortoise will start at noon and run 2 km an hour. The hare will start an hour later and run 4 km an hour. How many km will the tortoise run before the hare catches it?

Using a *line graph* as strategy the child will not even have to do any figuring.

Use the problem and the graph to complete the sentences below.

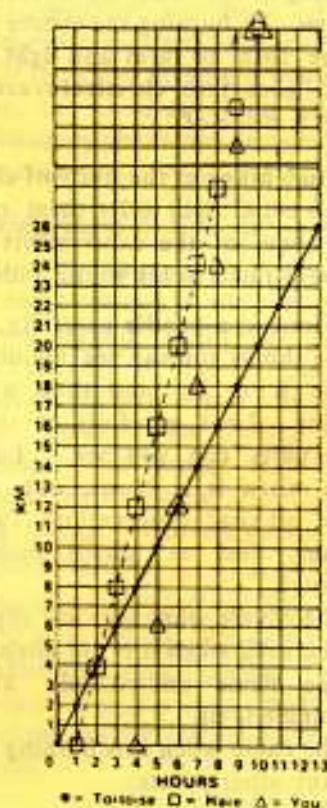
- (i) The horizontal axis ($\longleftrightarrow$) of the graph is numbered from 0 to 13 hours. The vertical axis ($\updownarrow$) is numbered from 0 to 26.
- (ii) The symbol that stands for the tortoise is.....
- (iii) The first symbol for the tortoise is placed at 0 on the graph. The 0 stands for for noon. That is the time the tortoise starts the.....
- (iv) Put your finger on the first symbol for the tortoise. Move your finger up the line to the second symbol. That symbol is where the vertical line for 1 hour meets the horizontal line for 2.....
- (v) The third symbol for the tortoise is where the vertical line for 2 hours meets the horizontal line for km.
- (vi) The last symbol for the tortoise shows the tortoise took 13 hours to run.....km.

(vii) The symbol that stands for the hare is.....

(viii) The first symbol for the hare is placed at 1 hour on the graph. It shows the hare starts an hour after the.....

(ix) Put your finger on the first symbol for the hare. Move your finger up the dashed line to the second symbol for the hare. That symbol is where the vertical line for 2 hours meets the horizontal line for ... km.

(x) The second symbol for the hare solves the problem. That's where the hare's line of symbols crosses the tortoise's line of symbols. The hare catches up with the tortoise after both have run km.



On Your Own

Enter the race with the tortoise and the hare. Find the symbol that stands for you on the graph. That symbol is

You are a hotshot runner. You can run 6 km an hour. So you start 4 hours after the tortoise. Use a ruler to connect your symbols with a straight line on the graph. Then use the completed graph to answer the questions below.

- How many km will the tortoise have run before you catch up with it?.....
 - How many hours will the tortoise have run before you catch up with it?.....
 - Who is the winner of the 26 km race?
 - Who finishes second?
- Bonus Question. How many km long would the race have to be in order for you to catch up with the hare?

Now let students use a graphing strategy to solve this problem. Provide help if needed.

Problem: Arjun claims he can beat Sailesh in a bike race. He says he'll give Sailesh a 2 hour start. He claims he can catch up with Sailesh within 50 km. Sailesh takes him on. Sailesh starts at noon and rides 8 km an hour. Arjun starts at 2 and rides 12 km an hour. How many km will Arjun go before he catches up with Sailesh?

Use Tables

Sometimes hard problems are easier to solve when the data is organized. A good problem-solving strategy is to organize data in a *table*. Use a table to solve a problem like this one.

Problem There were 3 chipmunks; 2 ate acorns, 2 ate peanuts, and 2 ate seeds. The one that didn't eat seeds, didn't eat acorns. The one that didn't eat peanuts, didn't eat acorns. Which foods did each chipmunk eat?

Foods Eaten by Chipmunks			
	Acorns	Peanuts	Seeds
1st Chipmunk	✓	✓	✓
2nd Chipmunk	✓	✓	✓
3rd Chipmunk			

Study the table above. Then answer the questions about the table and the problem.

- How many chipmunks are listed in the first column?
- What food is listed in column 2? column 3? column 4?
- According to the problem, how many chipmunks ate acorns? peanuts? seeds?
- According to the table, which chipmunks ate all 3 foods?
- Which chipmunk ate none of the 3 foods?

Using the table, you can easily see that 2 chipmunks ate all the foods, and 1 chipmunk ate none of the foods. The table makes the problem simple.

Here are two more problems. Tables are begun under each to help you solve the problem. Finish each table then write a complete sentence to answer the question for problem 2. (Hint in the second problem, you have to find which fruit each person eats and *does not* eat.)

- Debra is building a machine to change Rs. 2 coins into Re. 1, 50 p. and 25 p. coins. What are the ways in which the machine could do it? (List ways in the table.)

Re. 1	50 p.	25 p.
2	0	0
1	2	0
0	2	4
1	0	4
0	4	0

2. There was an apple, an orange, a banana, and a pear on a table. Four people each ate one of the fruits. John ate the apple, and Seema did not eat the pear. If Hari ate the banana, which fruit did Leela eat? (Hint. Fill each space on the table with a $\checkmark$ or an $\times$.)

	Apple	Orange	Banana	Pear
John	$\checkmark$	$\times$	$\times$	$\times$
Seema				$\times$
Hari	$\times$	$\times$	$\checkmark$	$\times$
Leela				
Key $\checkmark$ = Fruit Eaten $\times$ = Fruit Not Eaten				

Search for Patterns

In an earlier issue, the use *if... then* thinking was discussed. *If* you see these numbers (1, 2, 3, 4, 5, 6, ...), *then* you know what number probably belongs in the blank. *If* you see

these letters (a, b, c, d, e, ...), *then* you know what letter probably belongs in the blank.

The number 7 and the letter *f* belong in in those blanks because the numbers and letters follow a pattern. A *pattern* is an arrangement of things in some kind of understandable order. The numbers above are arranged in the usual counting order. The letters are arranged in alphabetical order. Tiles on a floor may be arranged, for example, in a pattern of red, black, red, black, etc.

Sometimes, discovering a pattern is a good strategy for solving a problem. But students have to figure out the pattern before they can solve such a problem. Study some patterns and the plans behind them with your students.

(0, *, 0, *, 0, *) **Plan:** alternating zero and star

(2, 4, 6, 8, 10, 12) **Plan:** counting even numbers by 2's

(1, 3, 5, 7, 9, 11) **Plan:** counting odd numbers by 2's

(2, 6, 10, 14, 18, 22) **Plan:** counting even numbers by 4's

(1,2) (2,4) (3,6) (4,8) (5,10) **Plan:** doubling the first number in each pair

In the example below, match the patterns on the left with the plans on the right. Put the letter of the pattern in front of the correct plan.

A. 9, 8, 7, 6, 5, 4, 3 —Doubling each number to get the next number

B. 3, 6, 9, 12, 15, 18 —Second number in each pair is first number multiplied by 3

C. 1, 2, 4, 8, 16, 32, 64 —Counting by 3's

D. (12,4) (18,6) (24,8) (15,5) —Counting numbers backward by 1's

E. (3,9) (7,21) (9,27) (2,6) —Second number in each pair is first number divided by 3.

Study each pattern below. Try to figure out the plan behind the pattern. Fill in the blank spaces in the pattern.

- 5, 10, 15, ..., 25, 30, ..., 40
- o, ≠, *, o, ..., *, ..., ≠, *
- 14, 12, 10, ..., 6, ..., 2
- 1, 3, 5, 7, ..., 11, ..., 1, ...
- a, c, e, g, ..., k, ..., o
- hat, coat, hat, coat, ..., , ...
- (1,4) (2,8) (3,12) (4, ...) (...,20)
- (1,2,3) (2,3,5) (3,4,7) (4,5,...) (...,6,11) (6, ...,13)
- (1,5) (2,10) (3, ...) (...,20) (5,...) (...,...)

Finding Patterns To Solve Problems

Problem. In a school election, John wins by a 3 to 2 margin. If there were 30 votes, how many votes did John get?

Students could use a number line to solve the problem. They could just make loops of 3's and 2's until 30, then count the 3's. Suppose, however, there were 850 voters instead of 30. Drawing arrows on a long number line wouldn't be a very practical strategy for solving the problem. But searching for a pattern could help. Here's how they could think.

- Think of the data given: John wins by a 3 to 2 margin. That means that for every 5 votes, John gets 3 and his opponent gets 2.
- If there is 1 group of 5 voters, then the votes are 1×3 for John and 1×2 for his opponent.
- If there are 2 groups of 5, or 10 voters, then the votes are 2×3 for John and 2×2 for his opponent.

- Look at the pattern that is shaping up:

$$\begin{aligned} 5 \text{ voters} &= 1 \times 5 = (1 \times 3) + (1 \times 2) \\ 10 \text{ voters} &= 2 \times 5 = (2 \times 3) + (2 \times 2) \\ 15 \text{ voters} &= 3 \times 5 = (3 \times 3) + (3 \times 2) \\ 20 \text{ voters} &= 4 \times 5 = (4 \times 3) + (4 \times 2) \\ 25 \text{ voters} &= 5 \times 5 = (5 \times 3) + (5 \times 2) \\ 30 \text{ voters} &= 6 \times 5 = (6 \times 3) + (6 \times 2) \end{aligned}$$

- See patterns of numbers looking down the columns. In the first column the voters are grouped in 5's. So, you see a pattern of counting by 5's.
- If you can find the number of 5's in 850, then you can multiply that number times 3 for John's votes and times 2 for his opponent's votes.
- Now, in a sentence, students can tell how many votes John got if there were 850 voters.
- How many votes did his opponent get?

Let them study the problem below, compare it to the problem about John and work through the pattern that is started.

Problem. In a school election, Revati beat Seema by a 5 to 4 margin. If there were 369 votes, how many votes did each get? (Hint. This time you use groups of 9. In a 5 to 4 margin, you consider 9 votes—5 for Revati and 4 for Seema.)

$$\begin{aligned} 9 \text{ voters} &= 1 \times 9 = (1 \times 5) + (1 \times 4) \\ 18 \text{ voters} &= 2 \times 9 = (2 \times 5) + (2 \times 4) \\ 27 \text{ voters} &= 3 \times 9 = (3 \times 5) + () \\ 36 \text{ voters} &= 4 \times 9 = () + () \\ 45 \text{ voters} &= \quad = () + () \\ &= \quad = () + () \end{aligned}$$

Concluded

(Based on and adapted from How to Solve Math Word Problems Level E, by George S. Brown—Weekly Reader Skills Books.)

STUDENT EXNORA ACTIVITIES IN VIDYA MANDIR

EXcellent, NOvel and RADical ideas—that is what EXNORA International stands for. Started in 1989 by Mr. M.B. Nirmal, a Bank Officer, EXNORA aims to spread among people the awareness that, using initiative and imagination, they themselves can help solve many of their problems. Special emphasis has been laid on improving the civic conditions in the city—which currently are appalling! and EXNORA is succeeding. Today, the roads under the care of EXNORA are perceptibly cleaner, greener and more beautiful than other roads in the City.

Today, EXNORA has 600 branches in Madras City alone. And such is its popularity that the movement has spread to other districts in Tamil Nadu and to States like Maharashtra and Gujarat.

The success of EXNORA is largely due to its action-oriented schemes. Another factor which has helped the organisation along is the excellent rapport that EXNORA has achieved with civic authorities, bureaucrats, local politicians, the press as well as other voluntary organisations and the general public.

Vidya Mandir is proud of the fact that it was the first School to start a Student EXNORA Unit in Madras. Vidya Mandir Student EXNORA (VMSE) started in July 1991 by adopting 2 streets adjoining the School. VMSE bought an "EXNORA GARBAGE DISPOSAL TRIWHEELER" and appointed a "STREET BEAUTIFIER" to clean the roads everyday. Residents were to throw their garbage into a basket, which was to be handed over to the Beautifier. Students were to monitor the cleaning operations to see that nothing was thrown on the streets and everyone did their jobs. Students even adopted a house each and interacted with residents to keep things in order.

The students have planted a number of plants and trees along the roads, which they take care

of personally. An area which was once being used as a public toilet has now been transformed into a little park.

A street beautification scheme was launched last year. The students colour-washed the entire stretch of the compound wall facing the road so that they would not be defaced by posters. Many more programmes of this nature have been planned for the year.

To promote awareness about the environment, a number of songs, plays and skits have been developed, many of which were performed at public functions organised by EXNORA. Numerous slogans were written on Environment Day, many of which are displayed in various parts of Madras City.

Apart from these activities, the students have a basic responsibility of keeping their immediate environment—their class rooms and school campus—clean and litter free. The school garden is also maintained by EXNORA Students.

EXNORA in Vidya Mandir consists entirely of students from standards 8 and 9. And the EXNORA motto is the same as the School motto:

"JUNGLE GREEN* we wear
By clean 'n' green we swear
For Mother Earth we care"

*Colour of the
School Uniform

The student EXNORA is very effective as from one child, the message spreads to the whole family. And this student body is an entire new generation of citizens.

It has immense educational value too. Teaching alone is not effective in instilling certain values such as self-help, commitment to society, a sense of pride in achievement,

confidence and team-work. Through EXNORA, students can actually see their hard work being converted into results. Further, they are exposed to volunteers who work without any expectation of reward—their enthusiasm, drive and ideals would make them perfect role models for young adults, paving the way for a revival of time-honoured values.

And finally, EXNORA is a way of harnessing the immense student potential in the country

and channelising it in the right direction.

No wonder so many Schools and Colleges have started Student EXNORA Units this year. If every institution took care of its immediate environment, most of our problems would be solved in no time!

Ms. Radha Raju
Vidya Mandir
Madras

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(Continued from page 4)

Use this information as a simple chalkboard or bulletin board preview of forthcoming programs.

Differences between fictional dramatic programs and programs which are planned to explain what is happening in nature, science, or current events can be brought out. Children may be asked to bring the names of programs of each type, and questions to be used in analyzing and evaluating different types of programs may be worked out by the group. For example:

Questions to consider in listening to stories:

- Did you like the leading character?
- Did the program tell an interesting story?

- Did the story have enough action?
- Was the story make-believe or true?

Questions to consider in listening to programs about science or nature:

- Were the facts interesting?
- Were they clear to you?
- Did you see enough to understand?
- Could you explain the facts you heard about to others?

Concluded

(Based on and adapted from *Listening Aids Through The Grades* by David and Elizabeth Russell. We deeply regret that the only copy of this book we were able to get lacks its covers and title pages; hence we are unable to mention the publisher's name.)

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Solutions to The Crossword Puzzle on Mathematics Terms

Across : 2. Abacus 3. Addend 4. Acre 6. Adjacent-angle 7. Acute-angle

Down : 1. Address 2. Abscissa 3. Addition 5. Aggregate

GREETING CARDS

Winter is the season for exchanging greeting cards, starting with the festivals of Dussehra and Deepavali and going on up to Christmas and the New Year. Children will find great satisfaction in making "special" cards for their family and friends. At other times of the year, some of these ideas could be used for occasions like birthdays, before examinations and after them too.

Since the cards are for special occasions encourage neat work and plenty of practice. Access to precision tools (stapler, good glues, paper punch, pinking scissors, rulers, compasses, geometric shapes, alphabet stencils, templates and sharp scissors) is useful. Provide a variety of decorations, such as ribbon, tinsel, pre-cut stars, pre-cut paper strips for edges, doilies bits of lace, glitter, cotton-wool, baubles and buttons. Let the children choose their materials, colours and textures where possible, and encourage older children to design their own card, and make envelopes for them.

Young children find it difficult to make a card which satisfies themselves and pleases others. Aim for simplicity and neatness and avoid complicated work.

Cardstock, white or coloured paper will be suitable for the card, which should be folded before the child begins the front design. Some cards look good with coloured and textured backgrounds. Look for interesting varieties of hand-made paper and printed wrapping paper. Strips of contrasting colours may be used along the edges to frame the motif. Experiment with different colour combinations.

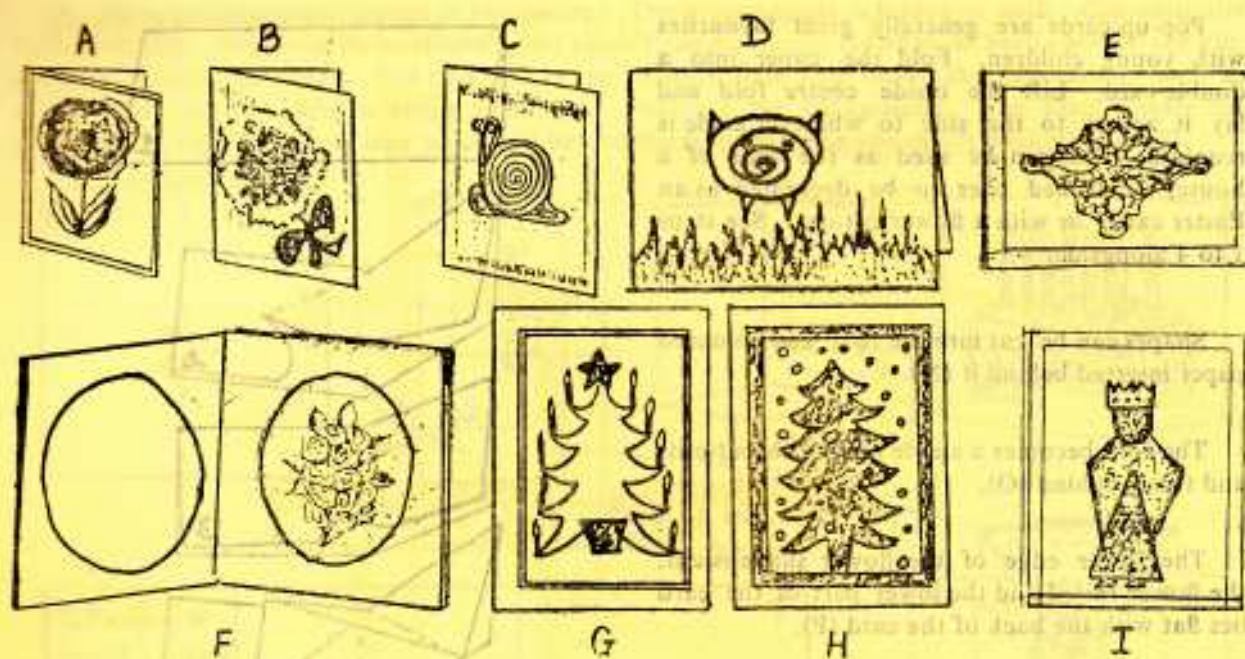
The simplest card will be a neat cut-out from a magazine or coloured picture, pasted on to a folded card (A). Emphasise the importance of neat cutting along the edges and pasting with clean hands so that no fingerprints get left on the card. Composite pictures and collages may be made out of cut-outs. Children, especially young ones, are often eager to stick the pieces as they go along. Encourage them to cut all the pieces and arrange them before fixing. This will give them a better eye for proportion, and they can see what they want to add or discard before it is too late.

Tissue paper, foil or kite paper can be cut into a pattern and pasted on to a card (E). Young children may find it helpful to work with a simple, prepared design. A template made of cardboard may be helpful. Explore patterns and designs which can be created by folding the paper before cutting—an indirect way of learning about symmetry. Layers of tissue papers of suitable colours may be superimposed one on top of the other to create flowers and other designs (B).

Cards may be made using fabric, ribbon and wool. The snail (C) is wool glued in a spiral on a piece of material glued to the card.

Any kind of fancy decoration, such as lace or doiley, buttons, stitching, fringing, bobbin work, plaited wool, etc. can be used on cards. The backgrounds can be paper, fabric or wall paper.

The pig (D) is a spiral cut into a paper. The nose stands away from the face when the outer edge is glued to a card.



A card with an oval window in it looks attractive. Make paper flowers or used pressed flowers for the picture, which should also have an oval frame of the corresponding size (F). The cut-out tree in G is made by folding and the discarded piece is used in H. The dots are collected from a paper punch—try the school office.

Silhouettes can be interesting, but need simple geometric figures for easy handling. Cut the silhouette out of black paper and make it slightly longer than the "window" through which it will be seen (I). To create a stained glass effect, paste cellophane paper behind a frame of black chart paper from which the required shapes have been cut out and removed.

Cards shaped like letters and numbers are suitable for birthdays and festivals. The children may need templates to work from. Here are some possibilities.

- * The letter is painted or crayoned or cut in glazed paper (J).
- * The letter is cut, and part of the top fold opened out to show decoration on the inside (K).
- * The top of the fold is cut and folded back (L).

The fold can be at either top or side (M).



Pop-up cards are generally great favourites with young children. Fold the paper into a double card. Lift the inside centre fold and lay it across to the side to whatever angle is required. This can be used as the roof of a house, or turned over to be decorated as an Easter card, or with a flower cut-out. See steps 1 to 4 alongside.

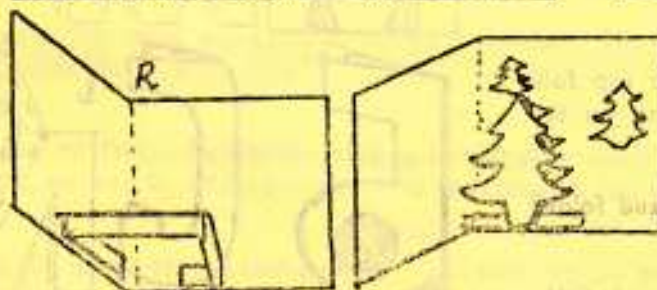
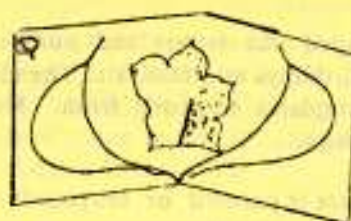
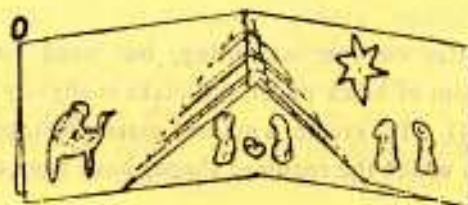
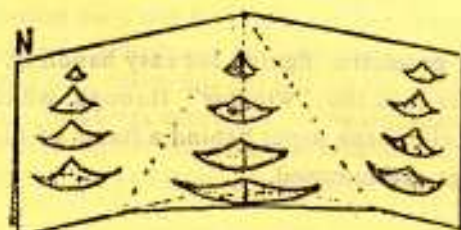
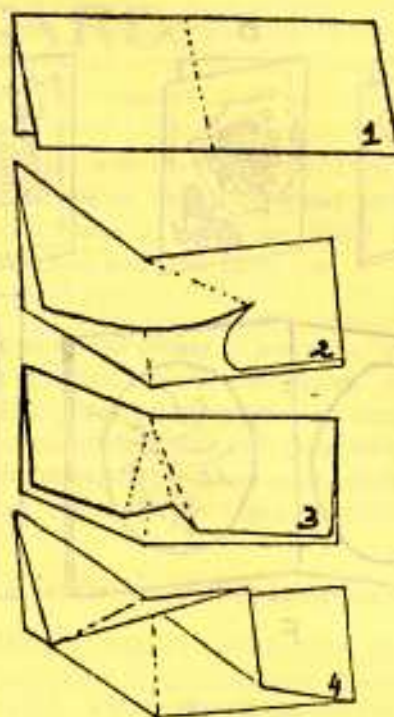
Shapes can be cut into the fold, and coloured paper inserted behind it (N).

The fold becomes a stable roof with cut-outs and tissue behind (O).

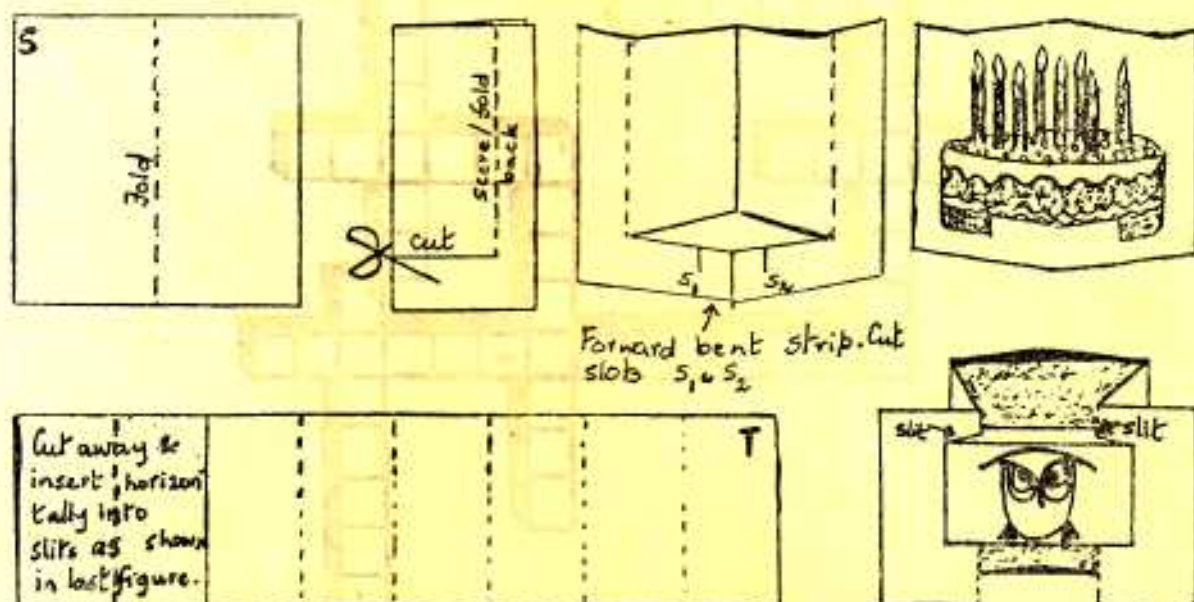
The lower edge of the flower shape is cut, the flower raised and the lower part of the card lies flat with the back of the card (P).

Another way to raise the design is by using a template, and cutting the shape in coloured paper. The flower on this card is glued by the petal tips to the card and the flower folds forward when the card is closed. (Q)

Another kind of a pop-up card can be made using an inserted strip. (R)



A simple standing card is made in two pieces. The oblong paper is folded in half. Cut into the fold as shown. With a knife or scissor-point score from the cut to the edge, at both ends of the cut. Bend back along the scores. Cut two slots in the forward base and insert the decoration, such as a Christmas tree, a chick in an egg, a figure etc. Decorate the background. The card travels flat if required. Further inserts may be slotted behind the front piece to add to the background. (S)



A support which is suitable for mounting labels and display as well as greetings is made as follows (T). Cut a strip of paper whose length is four times the breadth. Fold in half three times, producing eight sections. Cut away two of them, and retain the piece. Open out into this shape. Cut two slits as shown. Insert the two sections to make a flat surface for mounting faces, figures, labels, trees etc.

ABOUT BOOKS

1. Low cost Indian reprints of two books by John Holt

* **Learning All The Time**—Rs. 30/-

* **How Children Fail**—Rs. 22/-

are now available. The first shows how children learn to read, write and count in their everyday life at home and how adults can encourage this process. The second deals with children's reactions to demands on them by the adult world and the effects of fear and failure.

* **Teacher** by Sylvia Ashton-Warner—Rs. 25/- and the above two books may be obtained from Keerti Jayaram, Teachers Centre, Ramjas School, R.K. Puram, Sector IV, New Delhi-110 022.

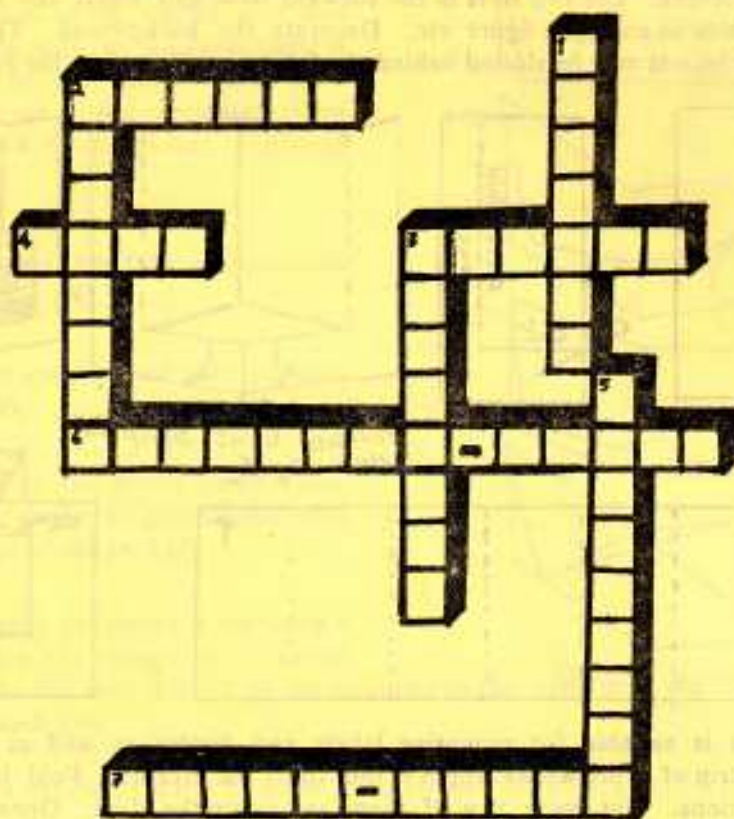
2. **The Little Green Book**

is a directory of Environmental Opportunities with special reference to Delhi, published by Kalpavriksh, C-17/A, Munirka, N. Delhi-110067. Price not indicated.

3. **Amazing Mammals**—Rs. 40/- is Vol. 1, No. 1 of Nature Scope—India, a creative education series for children, published by Edutech, Centre for Environmental Education, Thaltej Tekra, Ahmedabad 380 054. Write to Mr. S. Ram Kumar at this address.

An excellent combination of facts and interesting student activities, lavishly illustrated with drawings and photographs and printed in two colours with an attractive lay-out. Each activity is graded according to the level for which it is suitable; its objectives and the materials required are listed at the start. An attempt to link it with school subject areas has been made. Also contact Edutech for a large black and white wall-chart titled **Discovering Insects**. It describes several interesting facts of the life of insects and will be useful for bulletin board displays.

A CROSSWORD PUZZLE ON MATHEMATICS TERMS



CLUES

Across

2. A calculating device consisting of sliding beads that represent units, tens, hundreds etc. according to the wire they are on, to work as an aid to learning place value.
3. Any one set of numbers that are to be added.
4. A measure of area approximately equal to 4047 m².
6. Angles lying next to each other, i.e., the angles with a common vertex.
7. An angle greater than 0° but less than 90°.

Down

1. Position of a point in a plane given in terms of its coordinates.
2. The short line from vertical axis.
3. Operation of combining several numbers to get their sum.
5. The total sum of several numbers.

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Solution on page 11

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